

Leadership Style of Public and Private School Principals of Punjab-India

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ARTICLE DETAILS

Article History

Published Online: 25 May 2019

Keywords

Leadership Style, School Principals, Public School, Private School

ABSTRACT

The existing research was carried out to study the leadership style of public and private school principals of Punjab. In this study the researcher had taken school principals of public and private schools of Punjab. The descriptive method was used to acquire accurate and important information. The objective was to find the levels of leadership style of public and private school principals of Punjab, difference between the leadership style of public and private school principals of Punjab and gender related differences in leadership style of public and private school principals of Punjab. The investigator selected 200 school principals through stratified random sampling technique (100 from public schools and 100 from private schools). The investigator used Multifactor Leadership Scale by S. N. Dubey & Pal (2004) Rater Form based on the multifactor leadership questionnaire by Bass and Avolio, 2000 to collect the data. The result showed that, majority of public and private school principals of Punjab possessed moderate level of transformational leadership, transactional leadership and laissez faire. In total, majority of public and private school principals of Punjab are moderately transformational, transactional and laissez faire leadership style. There was significant difference in leadership style of public and private school principals. There was no difference in leadership style of public and private school principals on the basis of gender.

1. Introduction

A leader in the organization is the individual who leads the group of people. Leadership is the working of the leading people in an organization towards achieving a goal. Leadership style is a leader's method of providing direction to the team for the implementation of plans or desired objectives (Levin, Lippitt and White, 1939). The performance and success of the organization depends upon the working style of the leader (Sethuram Sundaram (2017).

Leaders have to manage all their subordinates into a cohesive manner. Leadership style of the head leads the team members. Sometimes leader's work style spreads constructive behaviour among team members that which positively directs the employees to improve their work commitment, work performance and motivates the employee to have a strong sense of ownership towards his employer (Smith, et al.1983).When the leader's working style spreads destructive behaviour among team members that Violates significant organizational rules and in doing this, There is a danger to the well-being of an organization, its members, or both (Robinson and Bennett, 1995) which is harmful towards the organization.

Therefore, in this paper, summarizing the leadership literature, provide the different leadership style of the school principals of Punjab. It will give directions to understand the leadership style of public and private schools and further the leadership style of male and female school leaders.

2. Review of literature

Kalyar, J. M., Pathan, H., Channa, M. A., Lohar, S. A., & Khan, J. (2019) explored the relationship among servant leadership and organizational citizenship behaviour and moderating role in proactive personality of followers. The result concluded that there was significant correlation among servant leadership and organizational citizenship behaviour. Followers'

proactive personality played no moderating role in the relationship of servant leadership and Organizational citizenship behaviour.

Mi, L., Xu, T., Gan, X., Chen, H., Qiao, L., & Zhu, H. (2019) explored the way transformational leadership affected employees' OCBE through the various directions of the leader-member exchange theory. The result explained that transformational leadership style could successfully develop employees' OCBE by developing and strengthening path on OCBE that further promoted the green and low-carbon development of enterprises.

Howladar, M. H. R., Rahman, S., & Uddin, A. (2018) explained the moderating effect of transformational Leadership on the Deviant Workplace Behaviour and Job Performance. The study concluded that employees' deviant workplace behaviour negated job performance and there was a moderating role of transformational leadership behaviour on the relationships of deviant workplace behaviour and job performance. Transformational leadership moderated the deviant behaviour of the employees which contributed to enhancing Job performance.

Loshali, S., & Krishnan, V. R (2018) explored the ways **transformational leadership** encouraged organizational citizenship behaviour with extra effort. The result concluded that the leaders who were transformational could significantly promote organizational citizenship behaviour by giving proper reactions, acknowledgement, accomplishments and good work, providing recompense, showing regards, care and permitting others to make errors, standing up for others when required. Leaders with transformational style showed higher results for organizations than transactional leadership. Transformational leaders had impact upon maximum grading on engagement of employee, satisfaction scores of customer, increased performance and decreased retention of the employee.

Sun, L. Y., Aryee, S., & Law, K. S. (2017) described the relationship between culturally incongruent leadership and work deviant behaviour of followers. The result concluded that culturally congruent leadership was negatively related to contempt as Contempt was positively related to deviant work behaviour. Leader must adapt the local cultural values to decrease the level of deviant work behaviour.

Baran, I., & Aksu, N. (2016) explored the level of teachers' organizational deviant behaviours to show the relationship within deviant behaviour level and principal's leadership styles. The study concluded that teachers had shown organizational deviant behaviours at low level when principals had absorbed transformational and interactional leadership and at high level of organizational deviant behaviours when principal had laissez-faire leadership.

Bhayana (2016) explained the mobbing behaviour of employees and leadership styles of the seniors. Employees experienced about being mobbed in the workplaces and decline in performance due to the bullying behaviour of peers and seniors. The respondents also viewed changing of their job as their dignity due to workplace surrounding was harmed. Overall the consequences of mobbing did not seem critical as per the information provided by the employees at their workplaces during the survey. Lastly, the study found empowerment an important aspect for enhancing the job satisfaction and commitment of front office employees.

Gupta, S., Hoffman, J., & Malik, J. (2016) explained the relationship among leadership styles and organizational citizenship behaviour of employees in telecom companies of Pakistan. The three styles of leadership democratic, autocratic and Laissez faire which were analyzed and their relationship was explored with organizational citizenship behaviour in telecom companies of Pakistan. The results of the study indicated that there was strong positive association among leadership styles and organizational citizenship behaviour. Democratic style of leader stimulated more organizational citizenship behaviour in the employees than autocratic and Laissez faire leadership style.

Newman, S. (2015) expressed the role of disciples' personality in driving the influence of servant leadership on ACB through leader-member exchange and psychological empowerment in China. Servant leadership was significantly related to OCB of the subordinates through leader member exchange; psychological empowerment explained no variance in OCB above that measured for by leader member exchange. Follower's personality had no effect on this relationship.

Hardin, B., & McCool, D. (2015) explained the relationship between leadership style and OCB exhibited by the bank employees. The result suggested that gender, cadre and work experience did not show significant difference while exhibiting organizational citizenship behaviour. The study also showed that employees of high performing large Indian banks exhibited a higher level of OCB and also that public sector bank employees showed more citizenship behaviours in comparison to their private sector counterparts. Results showed a direct relationship of leadership style and OCB. Moreover, it was found that transactional leadership lead to decrease and transformational leadership lead to increase in the level of OCB

Devkota, K. C., et.al (2013) explained the connection between leadership styles and deviant work behaviours of the employees. The study focused on two types of leadership:

transformational and transactional leadership and its work in promoting deviant activities in the workplace. The result concluded that transformational leadership developed both the leader and the follower to a different level of morality and values and decreases work deviant behaviour that control the followers to break the rule and commit organizational crime than transactional leadership style.

Nasir, M., & Bashir, A. (2012) explained the Job satisfaction and Organizational justice along with leader behaviour that relates to the deviant workplace behaviour of the employees of public sectors. The result concluded that job satisfaction was negatively related to the deviant workplace behaviour. Organizational Injustice was positively related to deviant workplace behaviour. More organizational injustice more was the involvement in deviant workplace behaviour. But private organizations perform better with good strict laws, rules of hire and fire, more rewards to the employee who perform well. In this way the leader manages the deviant behaviour of the employees.

3. Objectives

1. To find the leadership styles of public and private school principals in Punjab.
2. To find the difference between the leadership styles of public and private school principals in Punjab.
3. To find the gender related difference in leadership styles of public and private school principals in Punjab.

4. Hypothesis

Following hypothesis were tested in the present study:

Ho: 1 There is no significant difference between the leadership style of public and private school principals in Punjab.

Ho: 2 There is no significant gender related difference between the leadership style of public and private school principals in Punjab.

5. Methodology

In the present study descriptive method of research was used. The population of the study comprise of Public and private school principals of Punjab. Stratified random sampling technique was used to select a sample of 200 Public and private school principals, 100 from Public schools and 100 Private schools of Punjab. Further Male and female principals of Public and private school were selected.

In the present study leadership style of the leader perceived by the followers had been assessed by using Multifactor Leadership Scale by S. N. Dubey & Pal (2004) Rater Form based on the multifactor leadership questionnaire by Bass and Avolio, 2000. The researcher utilized a Likert scale called the Multifactor Leadership Questionnaire (MLQ) that is also known as MLQ 5X-Short with 36 items. The three dimensions measured in the scale were:

- **TRANSFORMATIONAL LEADERSHIP:** It refers to the style where transformational leader is one who brings about positive change in individuals while utilizing charismatic qualities and behaviors.
- **TRANSACTIONAL LEADERSHIP:** It refers to the style where transactional leader is one who believes in the give and take relation with the team. The leader

connects the working of their team with rewards and punishment.

- **LAISSEZ FAIRE LEADERSHIP STYLE:** It refers to the style where the institutional heads; leader is not involved with their followers and members.

6. Analysis and Interpretation

The first objective of the study was to find different styles of Leadership among public and private school principals of Punjab.

Table 6.1 showing frequency distribution of transformational leadership style of the public and private school principals of Punjab

Class Interval	Frequency Distribution	Percent	Cumulative Percent
P25 & LOW	74	37	37
P25 TO P75	104	52	89
P75 & MORE	22	11	100
Total	200	100	

Table 6.2 showing frequency distribution of transactional leadership style of the public and private school principals of Punjab

Class Interval	Frequency Distribution	Percent	Cumulative Percent
P25 & LOW	72	36	36
P25 TO P75	104	52	88
P75 & MORE	24	12	100
Total	200	100.0	

Table 6.3 showing frequency distribution of laissez faire leadership style of the public and private school principals of Punjab

Class Interval	Frequency Distribution	Percent	Cumulative Percent
P25 & LOW	52	26	26
P25 TO P75	78	39	65
P75 & MORE	70	35	100
Total	200	100.0	

The tables above reveal the transformational, transformational and laissez faire leadership scores of the public and private school principals of Punjab. Majority of transformational leadership styles of university heads i.e 52% lie in the average level class interval. Majority of transactional leadership styles of university heads i.e 52% lie in the average

level class interval. Laissez faire leadership styles of university heads i.e 39% lie in the low class interval.

The computed value of mean, median, standard deviation, skewness, kurtosis and frequency distribution scores of leadership style are depicted below

Table 6.4 showing measure of central tendency of leadership style of public and private school principals of Punjab

N=200	Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership
Mean	36.73	14.07	7.36
Median	51.00	12.50	7.00
S.D.	25.232	11.465	4.064
Sk.	-.416	.613	.531
Ku.	-1.654	-.435	-.651

Table 6.4 reveals the measures of central tendency of scores of transformational, transformational and laissez faire leadership style. As seen in the table, the mean score of transformational, transactional and laissez faire leadership style of university heads as perceived by university teachers worked out to be 36.73, 14.07 and 7.36 and the median score is 51.00, 12.50 and 7.36. Since both the mean and median values are close to each other, it indicates the normal distribution of the scores of leadership style of their heads as perceived by university teachers.

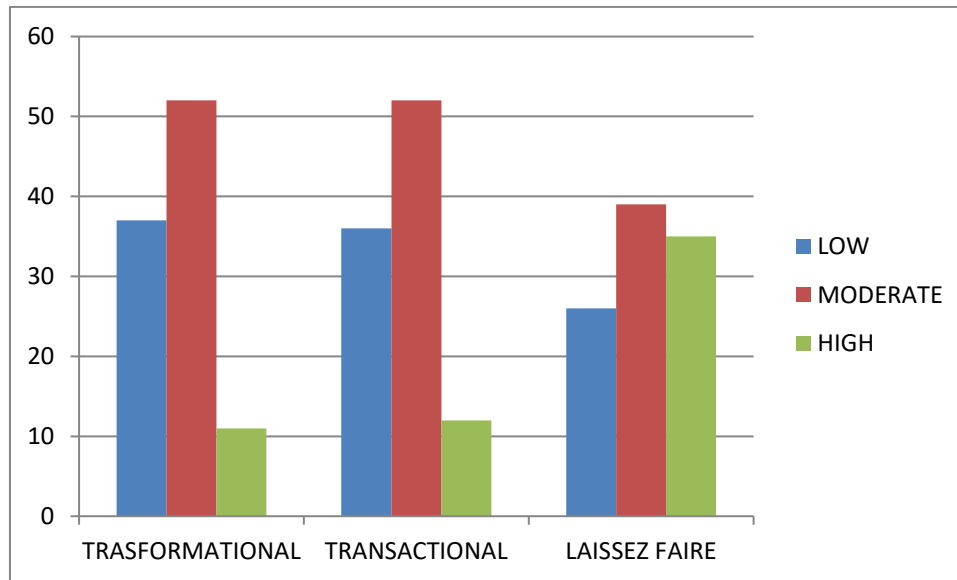
Table 6.5: Different levels of their leadership styles of public and private school principals of Punjab

LEADERSHIP STYLES	Teachers	Levels of Leadership Behaviour Perceived By Teachers			Total
		Low	moderate	High	
Transformational Leadership	Percentage	37	52	11	100
Transactional Leadership	Percentage	36	52	12	100
Laissez-Faire Leadership	Percentage	26	39	35	100

Table 6.5 shows the data related to the percentage wise representation of transformational, transactional and laissez faire scores of public and private school principals of Punjab. Highest percentage of frequency for transformational leadership is for moderate level i.e. 52% followed by high 11% and low 37%. This suggests that transformational leadership style is moderately practiced by public and private school principals of Punjab. For transactional leadership style

percentage of frequency is highest for moderate 52% followed by low 36% and then high 12%. It can be interpreted from that public and private school principals of Punjab moderately follow transactional leadership. Laissez-faire leadership is having highest percentage of frequency for moderate level i.e. 39% followed by high 35% and then low 26%. It can be interpreted from that laissez-faire is moderately followed by public and private school principals of Punjab.

FIGURE 6.1 Distribution of different levels of Leadership styles of public and private school principals of Punjab



Figures 6.1 graphically depict the Distribution of different levels of the Leadership style of public and private school principals of Punjab.

- 2) The second objective was to find the difference between the leadership styles of public and private school principals in Punjab. Mean scores, S.D. and t-value were designed and prepared in table Presentation of the data follows the below given in table 6.6 and figure 6.2

Table 6.6: Details of t-test of differences in public and private school principals of Punjab

Components of Leadership Style	Category	N	Mean	S.D.	T value	Significant Level
Transformational	Public	100	33.88	25.268	-1.604	.044(S)
	Private	100	39.58	22.430		
Transactional	Public	100	9.98	6.243	-5.389	.000 (S)
	Private	100	18.16	13.837		
Laissez Faire	Public	100	5.77	3.429	-3.494	.001 (S)
	Private	100	8.95	4.041		

In the table 6.6 t-tests is used to compare the leadership styles of public and private school principals of Punjab. T-test values for transformational (-1.604), transactional leaderships (-5.389) and laissez faire leadership (-3.494) are statistically significant, thus we reject the null hypothesis. There is difference in public and private school principals of Punjab about transformational, transactional and laissez faire leadership style.

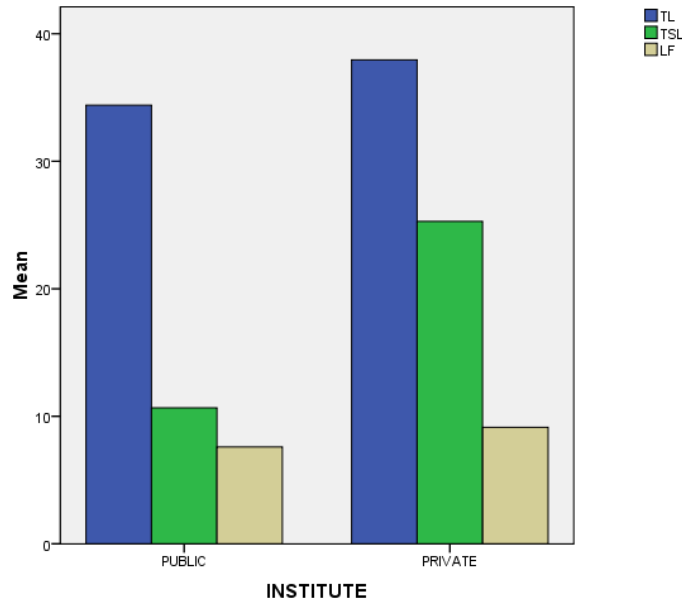
From the means Table 6.6, the means analysis suggests that principals of private schools (33.88) have scored higher than public schools (39.58) in transformational leadership dimension of leadership style. Meaning thereby that school principals of private universities are more transformational than public school principals.

From the means Table 6.6, the means analysis suggests that principals of private schools (9.98) have scored higher than public schools(18.16) in transactional leadership dimension of leadership style. Meaning thereby that leaders of private schools are more transactional than public schools.

From the means Table 6.6, the means analysis suggests that principals of private school (5.77) have scored higher than public university (8.95) in laissez faire leadership dimension of leadership style. Meaning thereby that principals of private schools use more laissez faire leadership style than public schools.

Mean scores of Leadership styles is shown in below given Figure 6.2

Fig.6.2 Showing Leadership Style of Public and Private School Principals Of Punjab



The figure 6.2 compares the leadership style of public and private school principals of Punjab. T-test values for transformational, transactional and laissez faire leaderships are

statistically significant, thus we reject the null hypothesis. There is difference in public and private school principals of Punjab.

Table 6.7: Details of t-test of differences in Leadership styles of public and private school principals on the basis of gender

Components of Leadership Style	Category	N	Mean	S.D.	T value	Significant Level
Transformational	Male	100	33.33	24.855	-1.918	.056 (NS)
	Female	100	40.13	25.271		
Transactional	Male	100	15.43	11.729	1.685	.094 (NS)
	Female	100	12.71	11.087		
Laissez Faire	Male	100	7.69	3.103	1.149	.252 (NS)
	Female	100	7.03	4.831		

*Significant at 0.05 level of confidence

It has been observed from the Table 6.7 that T-Value for the differences in transformational, transactional and laissez faire dimensions of leadership style has been found to be -1.918 (NS), 1.685 (NS), 1.149 (NS). In the table t-tests is used to compare leadership styles of the public and private school principals of Punjab on the basis of gender. T-test values for transformational, transactional and laissez faire leadership is not statistically significant, means there is no significant difference in the transformational leadership style of male and female school principal. Thus data provide sufficient evidence to reject the hypothesis, "There exists no significant difference between transformational leadership style of male and female school principal. Thus we accept the null hypothesis means there is no difference in the transactional and laissez faire leadership style of male and female school heads.

From the means Table 6.7, the means analysis suggests that female principals (33.33) have scored higher on

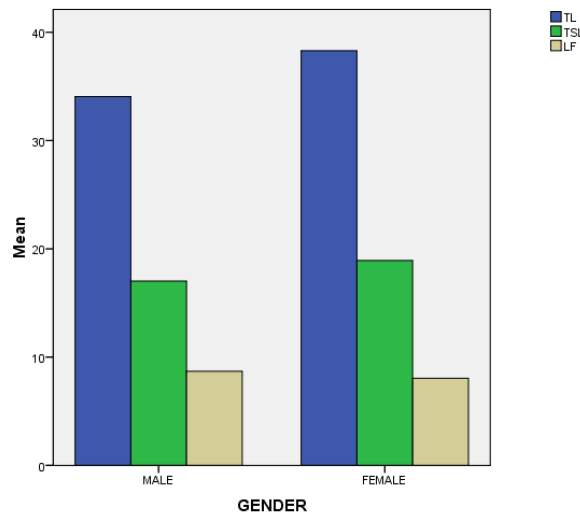
transformational leadership dimension of leadership style than male (40.13). Meaning thereby that female principals are more transformational than male principals.

From the means Table 6.7, the means analysis suggests that female principals (15.43) have scored higher on transactional leadership dimension of leadership style than male (12.71). Meaning thereby that female principals are more transactional than male principal.

From the means Table 6.7, the means analysis suggests that male principals (7.69) have scored higher on laissez faire leadership dimension of leadership style than female (7.03). Meaning thereby that male principals are more laissez faire than female principals.

Mean scores of Leadership styles is shown in below given Figure6.3

Fig.6.3 Showing Leadership Styles of school principals On The Basis Of Gender



The figure 6.3 shows the information the table 6.7 to compare leadership style of public and private school principals of Punjab on the basis of gender. T-test values for transformational, transactional and laissez faire leadership is not statistically significant, thus we accept the null hypothesis.

7. Conclusions

Following conclusions were drawn on the basis of analysis and interpretation of data:

1. It can be concluded that majority of public and private school principals of Punjab possess moderate level of transformational leadership. In a same way, majority of public and private school

principals of Punjab possess moderate level of transactional leadership. In a same way, majority of public and private school principals of Punjab possess moderate level of laissez faire. In total, majority of public and private school principals of Punjab are moderately transformational, transactional and laissez faire leadership style.

2. The second objective was to find the gender related difference among the leadership styles of public and private school principals in Punjab.
3. There was no difference in leadership style of public and private school principals on the basis of gender.

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